

DOCUMENT RESUME

ED 447 318

CE 080 962

AUTHOR Frank, Fiona; Holland, Chris; Jeffery, Sue; Marquand, Alison; Noel, Alison

TITLE Breaking Down Barriers: Certificate in Workplace Basic Skills Training for Adult Basic Education Tutors & Co-Ordinators.

INSTITUTION National Inst. of Adult Continuing Education, Leicester (England).

ISBN ISBN-1-86201-017-X

PUB DATE 1998-00-00

NOTE 83p.; Edited by Fiona Frank and Chris Holland. Financial support provided by NIACE, Oxfordshire County Council Basic Skills at Work, The Adult College Lancaster, Suffolk Training and Enterprise Council, and Derbyshire County Council Community Education Service.

AVAILABLE FROM National Institute of Adult Continuing Education, 21 De Montfort Street, Leicester LE11 7GE, United Kingdom, Web site: <http://www.niace.org.uk> (80 British pounds).

PUB TYPE Guides - Classroom - Teacher (052)

EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS *Adult Basic Education; *Basic Skills; Developed Nations; Educational Assessment; Foreign Countries; *Inplant Programs; Instructional Materials; Job Skills; Learning Activities; Literacy Education; Needs Assessment; Program Development; *Staff Development; *Tutors; *Workplace Literacy

IDENTIFIERS Great Britain

ABSTRACT

Designed to familiarize experienced and qualified basic skills tutors and coordinators with issues of teaching basic skills in the workplace in Great Britain, this course can be delivered by experienced workplace basic skills training program coordinators. It can be delivered over three days or as six half-day sessions. Each of the four units consists of a list of objectives, informational material, and exercises with suggestions for use. Unit 1, General Concepts of Workplace Basic Skills Training and Company Culture, addresses program name; adult basic education in the workplace context; differences between community- and workplace-based student groups; benefits and barriers to training; workplace reform; company culture; and cultural models. Unit 2, Making It Happen, covers training needs analysis, negotiating with a company, definitions of basic skills, steering group, and confidentiality. Unit 3, Setting It Up, concerns publicity, program outline, and delivery options. Unit 4, Developing the Learning Program, covers developing objectives and learning outcomes, mapping to accreditation, expectations and progression routes, and evaluation. Other content includes accreditation information, learning outcomes/assignments, performance criteria and evidence indicators, addresses of 10 useful organizations, and sample company checklist and training needs analysis questionnaire. (Contains 25 references.) (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Breaking Down Barriers

Certificate in Workplace Basic Skills Training for Adult Basic Education Tutors & Co-ordinators

*Fiona Frank, Research Associate,
CSET, Lancaster University, Lancaster, Lancashire*

Chris Holland, Workplace Education Consultant

*Sue Jeffery, Basic Skills Co-ordinator,
Royal Forest of Dean College, Gloucestershire*

*Alison Marquand, Basic Skills Co-ordinator,
Community Education Service, Derbyshire County Council*

*Alison Noel, Project Co-ordinator,
Oxfordshire Basic Skills at Work*

Edited by *Fiona Frank and Chris Holland*

J. Mahomed

2A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it

☐ Minor changes have been made to
improve reproduction quality

☐ Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy

©NLVE 1998. No part of this pack to be reproduced without permission.

BEST COPY AVAILABLE

CE 0822962

Published by the National Institute of Adult
Continuing Education (England & Wales)
21 De Montfort Street, Leicester LE1 7GE

Company registration number 2603322
Charity registration number 1002775

First published 1998

© NIACE 1998

The copyright holders authorise ONLY users to make photocopies or OHP masters of the material for their own or their classes' immediate use within a teaching/training context. Such copying should not be declared in any return in respect of any photocopying licence. No other rights are granted without the written permission of the publishers, save in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency.

Cataloguing in Publication Data

A CIP record for this title is available from the British Library.

ISBN 1 86201 017 X

Designed by Cyclops Multimedia Productions, Northants.
Printed in Great Britain by print in black

Contents

Foreword	iv
Acknowledgements	v
How to Use This Course	vi
About Accreditation	vii

Unit 1	General Concepts of Workplace Basic Skills Training and Company Culture 1
	Naming the Programme..... 2
	ABE in the context of the workplace..... 3
	Differences between community-based and workplace-based student groups..... 4
	Benefits and Barriers to Training..... 6
	Workplace Reform..... 8
	Company Culture..... 10
	Cultural Models..... 15
	The Language of the Old and New Style Workplace..... 16
	The Quality Discourse and Training..... 17
	National Targets for Education and Training..... 20

Unit 2	Making it Happen 21
	Keeping the company with you..... 22
	The Training Needs Analysis..... 23
	Negotiating with a company..... 28
	Definitions of Basic Skills..... 29
	The Steering Group..... 31
	Confidentiality..... 34

Unit 3	Setting it up 36
	Publicity..... 37
	Producing a Leaflet..... 38
	The Programme Outline..... 41
	Delivery Options..... 43

Unit 4	Developing the Learning Programme 44
	Developing Objectives and Learning Outcomes..... 45
	Mapping to Accreditation..... 46
	Expectations and Progression Routes..... 49
	Evaluation..... 51

Accreditation Information..... 54
Learning outcomes/assignments..... 55
Performance criteria and evidence indicators..... 58
Bibliography and further reading..... 65
Useful addresses..... 67

Appendices
Sample Company Checklist..... 68
Sample Training Needs Analysis Questionnaire..... 70

Foreword

This course has been written to meet the demand for a course to familiarise experienced and qualified Basic Skills tutors and co-ordinators with the issues involved in taking Basic Skills into the workplace. It was originally put together by Fiona Frank, Sue Jeffery, Alison Marquand and Alison Noel, four members of the Workplace Basic Skills Training Network, over a series of meetings in 1995, after a need was identified at a Network meeting for a course which would help to bridge the 'communication gap' which existed when ABE tutors who were used to working in college or community settings moved into the completely new culture of the workplace.

Chris Holland, a New Zealand workplace education consultant, put in a great deal of additional work editing and developing the pack for accreditation, working closely with Jakes Makin of the Open College of the North West (OCNW). She also added a student pack and the section on 'old style and new style workplaces'.

Acknowledgements

The authors and editors are grateful for the financial support of: NIACE, Oxfordshire County Council Basic Skills At Work, The Adult College Lancaster, Suffolk Training and Enterprise Council and Derbyshire County Council Community Education Service. The course was piloted in 1995 and 1996 at the Adult College Lancaster, North Warwickshire College, De Montfort University, and Wigan and Leigh College, and the financial support of these institutions is also recognised. Comments from participants on these courses were most useful in the overall development of the pack. We are particularly grateful to Virman Man at NIACE for his patient encouragement over the past two years.

Fiona Frank & Chris Holland,
Lancaster University, July 1998

How to use this course

This course is designed for experienced and qualified Basic Skills tutors. It can be delivered by experienced workplace basic skills training programme coordinators with a good knowledge of the background issues involved in this area of work.

The course can be offered in a variety of ways. It can be delivered over three days, either as a continuous block or in two or three linked sessions one or two weeks apart, or it can be delivered as six half-day sessions over a longer period of time. Units One and Two are best delivered over two half-day sessions each, Units Three and Four can be delivered in one half-day session each.

To help the trainer, there is a variety of exercises throughout the pack with suggestions for their use. In addition, some of the assignments on pages 53-55 are designed to be carried out during the course.

The course is accredited by the Open College of the North West and moderation can be arranged for the course anywhere in the UK (see next section, page vi, for further details). Of course the training pack can be used on a stand-alone staff development basis, but since the course has been accredited, groups from City & Islington College, (and from the SOLOTEC and Dorset TEC areas) have successfully completed the Certificate and have appreciated the extra insight into the subject that they have gained from spending time on the assignments.

Comments from participants have included:

"made me realise the care and thought that needs to be given to preparing for courses in the workplace"

"there's much more to it than I thought!"

"I need to get up to date with management trends and workplace issues"

The Workplace Basic Skills Training Network can put training providers in touch with experienced workplace basic skills training practitioners who can deliver the course to groups around the UK. Depending on demand, the Network will also be organising occasional 'Open Access' courses, and 'Training the Trainers' events, which will be publicised through the network's regular bulletin (see next page for contact details).

About Accreditation

The Open College of the North West (OCNW) has accredited this course and can moderate the course anywhere in the UK. Details of the Learning Outcomes, Suggested Assignments, and Units and Elements are included at the end of this pack. The Certificate can be achieved by course attendance and participation and the completion of assignments, exercises and simulated tasks.

To arrange for moderation of a course in your area by the OCNW, contact:

Jakes Makin
Open College of the North West
Storey Institute
Meeting House Lane
Lancaster LA1 1TH
tel 01524 845046
fax 01524 388467

There is a charge for this service. To gain 'Approved Tutor' status, practitioners wishing to deliver the course should approach the Workplace Basic Skills Training Network in the first instance. As mentioned above, the Network will be organising occasional 'Training the Trainers' and Open Access courses subject to demand.

Contact details

For further information about forthcoming open access courses and Training the Trainers events, for 'Approved Tutor' status, and for general information about the work of the Workplace Basic Skills Training Network, contact:

Fiona Frank
Workplace Basic Skills Training Network
CSET
Lancaster University
Lancaster LA1 4YL
tel 01524 592679
fax 01524 844788
E-Mail F.Frank@lancaster.ac.uk

General Concepts of Workplace Basic Skills Training and Company Culture

Objectives

Course participants will be able to:

- ⇒ gain an understanding of the context of workplace basic skills training, and of reasons why an employer might or might not introduce such a programme
- ⇒ identify differences between basic skills programme delivery in the community and in the workplace
- ⇒ discuss developments and changes in workplace organisational structure
- ⇒ link key concepts in quality management and training
- ⇒ identify old and new style workplaces in a profile of a company culture
- ⇒ relate company culture to training investment.

Naming the Programme

This area of work has many pitfalls - not least of which is deciding how to describe it. In the UK, the term 'Basic Skills' is usually used to describe basic English, Maths, Communications Skills, and occasionally Computer Literacy.

However, effort must be taken to avoid the stigma of such a term for students. A wide variety of names have been cited around the UK from different projects seeking more culturally acceptable and positive descriptions. They include "Core Skills" and "Essential Skills".

Some examples of programme names are "Effective Writing on the Job", "Workplace Communication", "Skills Enrichment" and "Put Yourself Forward".

ABE in the context of the workplace

Scope of provision, sites, duration

- ☐ Includes literacy, numeracy, communications skills, computer skills, interpersonal skills courses, problem solving, report writing and English as a second language.
- ☐ May take place at the workplace in open learning centres or elsewhere on site. Some training providers run courses on their own premises.
- ☐ Usually held during the day, completely or partly in work time. It may be necessary to time them at the beginning or end of a shift.

Who runs the courses?

- ☐ A local training organisation, such as the Adult Basic Education department of a college or Community Education centre, or a private training organisation.
- ☐ The company's training department, using staff with ABE training.

Funding

- ☐ The employer.
- ☐ The course provider, through FEFC or special project funding.
- ☐ The local TEC.
- ☐ In rare cases the student may make some input into the cost of the course.
- ☐ A combination of any or all of the above.

The students

- ☐ Often those who have been traditionally marginalised in the labour market and for whom equal opportunity considerations apply, such as women, ethnic minorities.

They include:

- ☐ Unskilled, semi-skilled, or skilled workers, in a low paid job, with little previous access to training courses or promotion at work.
- ☐ supervisors and managers, who may feel they need help to cope with increased paperwork demands of the job.

This type of training also has an implication for people whose job it is to train others who need to know how to lay out presentation materials clearly.

Suggested task:

- ☐ List ways in which workplace basic education groups may differ from basic education groups in the community.
- ☐ Compare your differences with our list.

Differences between community-based and workplace-based student groups

Community ABE groups	Workplace ABE groups
Often unemployed.	Always employed.
Come from a wide group, defined as 'people within the 'travel-to-learn' area of that class'.	Come from a narrowly defined group of people who, at the minimum, all work for the same company, and often in the same department.
May well not know each other at the start of the course.	May well know each other quite well at the start of the course.
Have all come together for the purpose of attending the class: i.e. have made that leap of realising that they are going to appear to others in the class as 'basic education students' among other definitions of themselves.	May well already have very firm definitions of themselves by which they present themselves to many of the other students, usually not connected with basic education 'needs'.
Have widely differing, self-defined expectations – getting a job may be one of them, but not necessarily.	Have widely differing, self-defined expectations – may include doing their work better, but not necessarily.
In many classes, mainly women (?)	In many classes, mainly men (?) (This is partly due to the fact that workplace classes often take place half in work time, half in your "own" time – and carers, who are mainly women, don't have 'own time').
Other people who may have expectations for them include the tutors, their family, friends, the accrediting bodies.	Other people who may have expectations for them, in addition to tutors, family, friends, and accrediting body, may include their colleagues, supervisor, line leader, training manager, Board of Directors.
Can if required keep quiet about where they're going every week, or lie about it if they feel they'll have a hard time from friends and family.	Cannot hide where they're going each week: colleagues and supervisors will be aware and they are easy targets for people who want to give them a hard time.

Differences between community-based and workplace-based student groups

continued

Community ABE groups	Workplace ABE groups
Curriculum is negotiated between tutors and students, taking into account requirements of accrediting bodies.	Curriculum is negotiated between tutors and students, taking into account accrediting bodies, but supervisors, training officers and any outside funders may also be involved in curriculum planning and prescription.
Timing is arranged for mutual convenience of students, tutors and learning site. Should be organised to be at an ideal time for learning.	Timing is arranged for convenience of workplace: may be difficult time for tutors, may be at end of a long shift and therefore not ideal time for tired students.
Curriculum may include learning support for other courses the students are following.	Curriculum is likely to include learning support for other courses the students are following.
Students are in control of their own attendance on the course and can decide whether to attend or not each week. Of course outside factors beyond their control (eg illness, transport problems) may affect this.	Students are not always in control of their attendance on the course: if the course is in work time, their supervisors can refuse permission for them to attend the course due to pressure of work, or even due to less 'real' reasons. Conversely, their supervisor could require that they attend the course even if they don't want to.
Student has free choice over time taken to progress in chosen course of study.	In a minority of cases, a student/students may be required by employer to improve rapidly in a specific area in order to keep his/her job.
Have usually made the choice to come on the course themselves.	Have usually made the choice to come on the course themselves, but sometimes have been sent by their supervisor, line leader or training officer.

Benefits and Barriers to Training¹

Reasons for introducing training include:

- ☐ new paperwork demands on workers at all levels
- ☐ the introduction of new technology
- ☐ new ways of working (quality circles, continuous improvement teams)
- ☐ metrication
- ☐ new quality standards and greater demands for accuracy
- ☐ new Health and Safety and Hygiene regulations
- ☐ the introduction of new qualifications.

Companies are concluding that it's cheaper to train their existing workers than to recruit new ones.

Some beliefs about the benefits of basic skills training are that it:

- ☐ cuts down errors
- ☐ cuts down on time taken to write reports
- ☐ facilitates the introduction of change within a company
- ☐ improves communication
- ☐ increases morale among workforce
- ☐ leads to more takeup of, and better participation in, work-related training courses
- ☐ leads to more understanding of documentation, and notices
- ☐ leads to more workers going for promotion opportunities
- ☐ increases participation in meetings
- ☐ increases number of suggestions made by workforce
- ☐ leads to a general increase in confidence
- ☐ leads to a wider participation in community life – students can help children with homework, write letters, understand bills, become more involved in leisure activities, take up non-work related training, apply for other jobs.

¹ Frank & Hamilton (1993)

Barriers and difficulties for companies include:

- ☐ cost and time of such training
- ☐ lack of orders (no inclination to take up training/morale low)
- ☐ too many orders (no time to train)
- ☐ unwillingness to provide training for workers who may then leave
- ☐ a feeling that people ought to have learned to read and write in school, and that it's not the company's responsibility
- ☐ lack of perceived need for such training within the company
- ☐ no company-wide training ethos for taking on new models of training
- ☐ a feeling that students might not come forward for the training
- ☐ lack of training space
- ☐ lack of opportunities for progression within the company
- ☐ difficulty of monitoring its direct benefit.

Workplace Reform

Consideration and comparison of workplaces of the 1950s/1960s and modern restructured workplaces will reveal some of the following:

Old style workplaces

- ☐ Fordist, Taylorist (scientific management) methods of production
- ☐ focus on commodities for a commodities starved WW2 world
- ☐ concern to produce quantity
- ☐ large workforces
- ☐ management decision making
- ☐ rigid hierarchy
- ☐ middle management layer
- ☐ management level training only
- ☐ small work cycles, fragmentation of work process
- ☐ rigid job descriptions
- ☐ workers 'hired from the neck down' to follow directions
- ☐ engaged in mechanical processes
- ☐ union representation
- ☐ employee/employer conflict
- ☐ jobs for life.

Global economic changes have led to increased competition for shrinking and saturated markets, and a move to customisation of products for the individual ("niche markets").

New style businesses:

- ☐ 'fast capitalist' workplace of today; lean and mean, close to the customer
- ☐ 'eager to stay but ready to leave' - no job security
- ☐ focus on quality of production
- ☐ 'the learning organisation' and training at all levels
- ☐ quality awards
- ☐ high use of technology
- ☐ low numbers of 'human capital.'
- ☐ team input, problem solving and decision making
- ☐ flat management
- ☐ 'mission statements', motivation, loyalty, shared goals
- ☐ upskilling, multiskilling (deskilling?)
- ☐ individual contracts and weakened unions.

Emphasis is on the 'knowledge worker': someone who can add value to the enterprise.

Those with little knowledge to sell are more vulnerable to exploitation. Temporary, part time, casual workers are the fastest growing segment of the workforce.

Continuous learning is required in a time of rapid organisational change. Flexibility, individually and organisationally, is said to be the key to a competitive edge.

17

Company Culture

Company Culture can be defined as the philosophy or style of a company, which might provide clues as to its basic assumptions, and its beliefs about its mission and its future".

The culture comprises a common language, group boundaries, criteria for inclusion and exclusion, hierarchy, informal relationships, system of rewards and punishments, beliefs.

Basic skills providers working within industry need to understand and address the culture that exists, in order to be effective in introducing new ideas and provision. If a trainer does not fit in with the company culture it will be conspicuous, and confidence in the training will be lessened. This applies to the presentation of material, even the presentation of tutors. The work environment, or **climate**, is created by the culture.

Carnevale, Gainer and Meltzer² measure climate thus:

- ☐ the degree to which management is **supportive** of its employees' efforts
- ☐ extent of **participative** decision making
- ☐ degree of **trust** employees have in management
- ☐ **freedom to communicate** openly
- ☐ emphasis on **high performance goals**.

² Carnevale, Gainer and Meltzer (1990)

An initial observation of the environment might reveal the climate in terms of the following:

- ☐ reception atmosphere
- ☐ staff stress
- ☐ level of technology
- ☐ physical environment
- ☐ sense of order at workspaces
- ☐ displays of staff awards, courses, social club notices
- ☐ tone of signs and messages to internal and external customers
- ☐ clarity of communications.

Later observations might indicate:

- ☐ conflict or co-operation in teams
- ☐ any restructuring, 'downsizing', or other effects of workplace reform.

Some indicators of culture will be evident in the first visits to the organisation. Others may not reveal themselves for several weeks.

There are a number of approaches and documents basic skills providers can use to learn about the company culture. They include the following:

Interviewing

This will occur in the first weeks of contact with the organisation, while task and skills needs analyses are being conducted. By interviewing workers at all levels of the organisation, the basic skills provider will learn how well the organisation's practice meets policy.

Documentation

This may include company internal and external promotions, management guidelines, award submissions and awards, organisational charts, induction handbooks, and training programmes.

Company Philosophy and Policy

May also be contained in a mission statement. If there is a stated company philosophy, it could include beliefs about organisational goals, product quality, internal and external customers, employee rights and responsibilities, type of management leadership, communications culture in the workplace, equal opportunities and union participation. Policy documents should show how the company 'lives' its philosophy. The company philosophy expressed in documents should match the profile developed by observation and interviews. The closer that philosophy, and the policy guidelines arising from it, is matched to practice, the more likely it is that the climate is a positive one.

Company Aims

These may or may not be expressed as a "Mission Statement". The company will have long and short term goals related to increasing productivity and, ultimately, profit. We need to be aware of current and projected organisational changes including 'downsizing', quality measures, technology, product or service diversification, upskilling and multi-skilling, and staff development, as each of these will inform company training strategies, as well as basic skills training needs.

Hierarchy

Key management and supervisory staff might be displayed on an organisational chart or list (e.g. phone list), with their roles and job titles. Hierarchy will be affected by organisational restructuring, e.g. a move to flat management, more democratic decision making. Often informal hierarchies cut across formal authority, and each of these chains of command need to be noted.

Communications

Communication styles will vary depending on the image the company wants to present. The style can be evidenced in the internal and external messages of policy statements and promotions. Tone and language used will provide further information (which may contrast with philosophy) about morale, industrial relations, power sharing. There may be a single 'house style' for all communications, e.g. one side of an A4 sheet.

Union involvement

Providers will need to know the attitude of the company to union involvement, how many unions it is working with, and the extent of union participation the company encourages. Union delegates need to be located and information gathered about frequency of meetings and local issues. This will identify possibilities for the steering committee.

Training Strategy

The distribution of training among employees at different levels, resource provision, release, choice, trainers previously and currently engaged, purpose, subsequent progression routes and promotion prospects ... all these factors help build a profile of the company culture. It is particularly important to learn how basic skills needs are viewed by management and employees:

- ☐ what is the company's definition of basic skills?
- ☐ are they seen as a worker deficit?
- ☐ does the company take responsibility for skills development needs arising from structural changes, technology and new regulations?
- ☐ who does it see as needing basic skills training?
- ☐ are they seen as an equal opportunities issue?
- ☐ are they seen as an investment or a cost?
- ☐ are they aware of the need to integrate with other vocational training?

Note:

In some companies this information will be easy to obtain, in others it may mean several weeks of building up a picture. Perseverance will result in a better relationship with the workplace and an ability to use the system more effectively.

Cultural Models

Steve Wilkinson³ identifies four cultural models in workplace training:

The Benevolent Model

In this model, a patriarchal attitude on behalf of senior management is often visible. The staff are considered to be in need of general assistance beyond the context of work performance. Education programmes are considered beneficial for individuals but not necessarily for the company.

Soft Training Model

Overall this model is the most prevalent. The company involved is very concerned that the training is relevant to the needs of workplace, but there are few structures to evaluate the impact of the training on performance. Although initial meetings are conducted at a high level in the company, the responsibility for maintaining programmes tends to fall entirely on lower level staff. They therefore feel a lack of ownership.

Hard Training Model

This model uses education to deal with specific production problems. The advantages are that a company knows what it wants to achieve and so can assess it. The company is aware that results can have a clear impact on production.

The Integrated Model

This model fits well with the Total Quality Management (TQM) approach, where the vision of the company usually includes developing staff at all levels. The model is holistic and participatory, key features of TQM. It embraces the concept of a learning organisation, performance appraisal and career management. Benefits are assessed according to effect on production and quality, and on company culture. This model is recommended.

Suggested Tasks

- ☐ Make a checklist for compiling a company profile, including how information might be gathered and questions which might be asked. (See Appendix 1 for an example of such a checklist, developed by Oxfordshire County Council Basic Skills at Work.)
- ☐ Identify the culture of a company you know, showing the relationship of culture to training investment.

Group activity

- ☐ Divide the concepts listed on the next pages into those depicting a vision of the 'new style' workplace, and those reflecting many current, or 'old style' workplaces.

(Tutor: enlarge the words, copy onto pieces of card and distribute to groups.)

³ Wilkinson, S. and Gillespie, I. (1994) SCEC

BEST COPY AVAILABLE

The Language of the Old and New Style Workplace

Union Participation

Division Of Labour

Contracts

Union Conflict

Performance Appraisals

Job Security

Continuous Improvement

Jobs For Life

Shared Goals

Time And Motion

Niche Markets

Clocking In

Fragmentation Of Work

Global Competition

Scientific Management

Rigid Hierarchy

Quantity Production

Customer Focus

Mass Production

Quality Production

Strikes

Middle Management

Competencies

Learning Organisation

Flexibility

Quality Awards

Employee Development

Low Technology

Training Investment

High Technology

Joint Decision Making

Flat Management

Team Players

Upskilling

Customer Focus

Multiskilling

Deskilling

The Quality Discourse and Training

Education and Work

Community and College adult education provision in the UK has in the past seen itself as democratic and student centred, aiming to empower the learner by joint discussion of goals and pace. In adult basic education formal learning environments and testing have traditionally been avoided. Business organisations, more focussed on investment returns and output, tend to be more concerned with outcomes and accountability. Competency based training has arisen from this concern, and now education programmes in colleges are increasingly moving towards a shared agenda with business.

Companies and training providers may still, however, have different agendas. Trainers will need to discover what the company's agenda is, and to be aware of their own.

Recent writings in management theory 'co-opt' the discourse of education, attaching their own meanings to such concepts as empowerment and self directed learning.⁴ Providers need to be aware also of what the company means by such terms, in order to make a difference for workers in basic skills learning programmes.

Some Definitions of Terms

ISO 9000

BS EN ISO 9000 is "an international standard for quality systems and is recognised world-wide. It was previously known as BS 5750 in the UK, but the name was changed to reflect better its international status, when the Standard was revised during Summer 1994."⁵ ... A quality system is "a common-sense, documented, business management system which can be applied to all business sectors".⁶

The implications of BS EN ISO 9000 for basic skills courses is that all tasks are documented, and documenting each job often comes down to the individual worker doing it: in addition the written procedure for each task has to be adhered to - more reading and writing are necessary.

SPC - Statistical Process Control

Process performance is measured by gathering data (the process can be manufacturing, a service, or the transformation of information) in order to achieve and maintain a state of control and further reduce variability.⁷

⁴ Lankshear (1994)

⁵ BSI (1994)

⁶ BSI (1994)

⁷ DTI (n.d.) (d).

Quality

Ideas about quality have been developed since the 1950s by people who were sometimes known as the 'Quality Gurus'. In the US the early theorists were W. Edwards Deming, Joseph M Juran and Armand V Feigenbaum. In Japan the main 'gurus' were Dr Kaoru Ishikawa, Dr Genichi Taguchi, Shigeo Shingo. Later thinkers in quality included Philip Crosby and Tom Peters. The DTI publication 'The Quality Gurus'⁸ outlines their contributions to theory and practice. Deming, for example, taught, among other things, that "the consumer is the most important part of the production line" and that emphasis on short-term profits is a 'Deadly Disease' of industry.

The shift to quality has been necessary because of shrinking markets and global competition. It is said to define a new way of working, with the emphasis on the quality of the product and the needs of the customer in mind.

"If we are to define quality in a way which is useful in its management, then we must recognise the need to include in the assessment of quality, the true requirements of the 'customer' - his needs and expectations. We must then 'delight' the customer by fully meeting these needs and expectations ... the customer's needs may include performance, appearance, availability, delivery, reliability, maintainability, and cost effectiveness ... expectations may include that the salesman is knowledgeable about the product, ... [to be] treated with respect during the transaction ... Those responsible for [finding out what the customer's requirements are] must ... measure ... the ability of their own organization to meet the requirements".⁹

Total Quality Management

This is a new management style, a move from an emphasis on controlling people. It is "a way of managing an organization so that every job, every process, is carried out right, first time every time. It affects everyone".¹⁰ It extends to visualising every function in the organization as having a series of suppliers and customers, whether internal or external, and each person in the 'quality chain' must be aware of who their customers and their suppliers are, and continually ask themselves whether their suppliers are fully aware of their requirements, and conversely whether they are fully aware of their customers' requirements.

⁸ DTI (n.d.) (b).

⁹ DTI (n.d.) (c)

¹⁰ DTI (n.d.) (c)

Quality Circles

"A quality circle is a team of four to twelve people usually coming from the same work area who voluntarily meet on a regular basis to identify, investigate, analyse and solve their work-related problems. The team presents its solutions to management and is then involved in implementing and monitoring the effectiveness of the solutions ...

Quality Circles should be seen as part of an operations programme of continuous improvement which is often referred to as Total Quality Management."¹¹

Training implications

"Facilitators, leaders and members need proper training in team work, in problem solving and in presentation skills. Staff need training so that they are aware of the Circles' activity and methods." The definition of basic skills has expanded to include communication and interpersonal skills necessary for effective functioning in teams as well as problem solving, decision making, and presentation skills.

IiP: Investors in People

The Investors in People award, administered by Training and Enterprise Councils, (Local Enterprise companies in Scotland) is given to companies who show a commitment from the top to develop all employees to meet business objectives, to review training and development needs of all employees and to take necessary action to train. It is continuously reviewed. The development of workers' basic skills could be part of an IiP plan of action.

¹¹ DTI (n.d.) (a).

The National Targets for Education and Training¹²

The framework of National Targets for Education and Training (NTETs) formed the cornerstone of the former Government's education and training strategy, set out in the Competitiveness White Paper *Forging Ahead* (May 1995). They also inform the Department for Education and Employment's first objective which is: 'to enable children, young people and adults to achieve skills and qualifications at the highest standard of which they are capable' and to ensure progress towards the National Targets for Education and Training.

The Targets are currently being updated. In 1995 the Targets for 2000 were set as:

1. By age 19, 85% of young people to achieve an NVQ level 2 or equivalent.
2. of young people to achieve level 2 competence in communication, numeracy and IT by age 19, and 35% to achieve level 3 competence in these core skills by age 21.
3. By age 21, 60% of young people to achieve an NVQ level 3 (or equivalent).
4. of the workforce to be qualified to NVQ level 3 or equivalent.
5. of the workforce to have a vocational, professional, management or academic qualification at NVQ level 4 or above.
6. of all organisations employing 200 or more employees, and 35% of those employing 50 or more, to be recognised as Investors in People.

¹² NACETT (1998)

Objectives

Course participants will be able to:

- ⇒ distinguish between a task analysis and a skills audit
- ⇒ complete a training needs analysis based on a (simulated) skills audit
- ⇒ identify factors influencing various stakeholder perspectives
- ⇒ negotiate an issue related to workplace provision, with a (simulated) steering group.

Keeping the company with you

When working with industry it is vitally important that appropriate terminology is used (tutors or "trainers"?). Most companies will have in-house jargon and will also be sensitive to language used in publicity. This needs to be considered when writing press releases or giving an interview. Text needs to be checked with staff first. Conversely, the company should be aware that they need to check press releases about training with the provider, who is likely to be more aware of sensitivity issues around students.

The students

Industry has pre-determined learning goals for its workers; educators also believe they know what counts as important learning for students. Often course content is decided by negotiation and compromise between these two stakeholders.

Employees are stakeholders too: information needs to be obtained directly from them about what their perceived needs are.

Although employees' learning goals are likely to concur with those of their employers, (e.g. to be able to operate new computer systems, to cope more effectively with changing documentation, to contribute to teams), they may also be interested in helping their children with their homework or using writing skills in community activities. There may also be some problems mentioned by employees which cannot be addressed by training (e.g. lack of knowledge of promotion routes within the organisation, racism or sexism issues).

The Training Needs Analysis

There are three stages in the identification of basic skills training needs:

- ☐ task analysis
- ☐ skills audit
- ☐ training Needs Analysis and report.

The training needs analysis is conducted from data gathered about job tasks and workers' skills.

The Basic Skills Task Analysis

Identifies the basic skills tasks which workers face in their day to day work. This can be achieved by reading and discussing job descriptions with workers and supervisors and observing the tasks being performed.

Identifies print materials which workers have to read on the job. These materials can then be evaluated to see whether they are suitable for the workers concerned or whether they need to be revised before they can be used effectively.

Types of print which employees read at work

- ☐ **workplace routines** (work rotas, pay slips, accident reports, time sheets, leave applications and sickness reports)
- ☐ **environmental print** (signs and notices)
- ☐ **job related** (job cards, specifications, forms, correspondence, reports, plans, orders, manuals)
- ☐ **literacy for further training** (study skills, note taking, skimming, scanning, locating information)
- ☐ **numeracy** (charts, graphs, measurement, time sheets, pay slips, tables)
- ☐ **team skills** (communication, negotiation and problem solving).

The Skills Audit

The aim of the Skills Audit is to identify the job-related basic skills which workers already possess and those in which they need training in order to carry out their job more effectively.

Skills needs may become apparent during interviews and observation, or be self reported. Self reports can involve the use of questionnaires or through discussion.

It is vital that individual skills audit information is confidential to provider and worker, and that this confidentiality is understood by employers and workers.

The person carrying out the analysis will need to compile a checklist based on employees' job tasks. Additionally, questions will need to be considered which will best facilitate an honest disclosure from the employee regarding competence and confidence in these areas.

Sample Checklist 1

	Oral	Reading	Writing	Vocabulary	Spelling	Numeracy
1. Reading notices						
2. Completing forms						
3. Following instructions						
4. Issuing instructions						
5. Implementing orders						
6. Deciphering manuals						
7. Checking inventories						
8. Developing reports						
9. Using charts						
10. Recording information						
11. Calculating times, money						
12. Explaining problems						
13. Solving problems						
14. Participating in meetings						
15. Planning work						
COMMENTS						

The information provided by such a checklist is only superficial, without identification of underlying enabling skills.

Example: Waste operator

- ☐ the operator collects or receives waste from any part of the line. Waste is in tins depending on type; sugar, fat etc.
- ☐ each tin is weighed (tare weight set manually) and the weight, type and origin (including why it is waste) recorded on a waste breakdown sheet
- ☐ tins are loaded onto pallets depending on type of waste
- ☐ at the end of the day, the entries for each type of waste are classified and totalled on the Daily Waste Record Sheet
- ☐ a calculator is used to find totals
- ☐ other operatives are informed about which type of tin to use
- ☐ daily reports are explained to team leaders.

Skills Audit Interviews

Confidential individual interviews with a representative sample of the workforce (or all interested volunteers) of between 25-40 minutes, establish individuals' current training and education situation and their learning and training needs and interests. These interviews can give the individual a chance to think, perhaps for the first time, about their own basic skills needs both inside and outside the organisation.

Further investigation will be necessary at the recruitment stage, should the interviewee wish to enrol on a programme.

There are a number of models of checklists and questionnaire forms for interviewing employees. It is unlikely that interviewers will be able to use one 'off the shelf', but examples are useful in deciding on a design. You will find a sample checklist in the Workbase/ALBSU book 'Setting up Workplace Basic Skills Training – guidelines for practitioners'¹ and another, developed by Lancaster Employee Development Consortium,² in Appendix 2.

¹ Rees, 1990

² A partnership of the Department of Continuing Education at Lancaster University and The Adult College Lancaster.

BEST COPY AVAILABLE

The Training Needs Analysis Report

The data from all workers interviewed will need to be collated for an overall picture of general skills needs. Again, samples can be useful guides.

Once broad areas of learning needs have been identified, they can be discussed with the Steering Group and prioritised in recommendations for training programmes.

Note:

At this stage of analysis, it may be that basic skills training is not the only solution.

Other possibilities might include:

- ☐ developing more effective internal written and oral communications to employees, including Plain English documentation
- ☐ changes to job design
- ☐ changes in work procedures
- ☐ other staff development activities (e.g. assertiveness training, foreign language training, equal opportunities training, Team Building activities).

When the steering group has met to discuss the training needs analysis findings and the recommendations, a programme can be promoted in the workplace. Union representatives can be especially effective here.

Suggested tasks:

- ☐ Collate completed (simulated) skills audits to analyse training needs for the waste operators or other workers
- ☐ Write a training needs analysis brief report on findings and prioritise training
- ☐ Describe a task analysis, and a skills audit, and show how they are related to each other.

Negotiating with a company

When workplace provision is being set up it requires a good deal of negotiation between company and provider. You need to have researched the company hierarchy to know who to negotiate with over different issues. Negotiations have to be ongoing due to fluctuations in attendance, productivity etc. and all parties should be kept informed.

Basic Skills and the Target Group: (see definition chart below). A project may be funded by different sources each with different views of who the target group should include. For example TECs or LECS may want the target group to be low skilled employees', but businesses may wish to offer formal letter writing training to managers who need it.

Ownership

The company must own the solution. If the 'problem' is changes in work organisation which have led to a need for Basic Skills education, the solution that is arrived at must be one that the trainer has come up with *in collaboration with* the company and other partners. The solution must not be imposed by the trainer without reference to company or worker needs.

Contracts

Companies expect that a contract will be negotiated between all partners. If at any stage the company asks the trainer to do something that is not in the contract, it is important that a new/revised contract is drawn up. Regular reference to aims, expected outcomes and boundaries avoids pitfalls e.g. taking on more than originally negotiated.

Roles

People will have roles in relation to the project as well as their roles in the company. The trainer needs to be aware about her/his role (advisor? facilitator?).

Briefing

Whose responsibility? Have all relevant personnel been briefed? A process for managing difficult questions needs to be established.

Contact needs to be regular (weekly), clear and informative for all parties.

Definitions of Basic Skills

Some possible definitions:

Skill	Basic Skills Agency/FEC definitions and target group	TECs definition and target group	Company definition and target group
Literacy	'the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general' To pre-GCSE	depends on the TEC but might be as BSA definition, but <i>only</i> for low skilled workers To pre-GCSE	might include English and maths for <i>anyone</i> who needs it – administrative staff, managers, engineers etc level may have no upper limit
ESOL	as above	as above	as above
Information Technology	basic IT courses can be funded by FEFC for students with literacy, numeracy or ESOL needs	IT is a basic skill, <i>anyone</i> (within the TEC target group) who needs to learn to use a keyboard, or learn IT awareness or is a beginner in WP, spreadsheet or database can enrol	may be happy with TEC definition but may want to include skilled staff if they are new to IT
Interpersonal Skills		as above	as above

Practical details☐ **Rooms/Access:**

It may be that there is a learning centre already set up which is ideal for training purposes. However, on a large site it may be more appropriate to deliver basic skills training at or near the work bay.

☐ **Release**

Productivity is the main priority for managers. Providers need to be flexible and patient when dealing with release time for employees. Changing shift patterns generally cause the most difficulty, and can result in fluctuating attendance. Often the best solution is to time a learning session between two shifts or to have two sessions each week with the same content.

☐ **Content and Delivery**

Delivery must have a focus, yet be flexible, and to have a balance in terms of job-related and non job-related material. Relationship to NVQ accreditation should be established. Company goals for the training programme need to be made explicit; as do learner outcomes. All agreed decisions need to be documented.

Companies usually expect ongoing reports on progress as provision is being delivered. These are much easier to compile when the content is well planned and meets the original aims and objectives.

The Steering Group

There will need to be ongoing negotiations with management and staff. It is important that a steering group, representative of all parties, is established as early as possible.

It is recommended that the group is made up of the following people:

- ☐ college project manager
- ☐ a course tutor
- ☐ the company training officer
- ☐ a human resource/personnel manager
- ☐ a student/employee
- ☐ a union representative.

The role of the steering group is to meet periodically and discuss problems and progress. There are very few courses that are problem free and it is important to have a forum in which to discuss these and decide strategies for overcoming them.

A good steering group usually leads to better communications and improved industrial relations and is often the only forum in which the needs of manual workers are discussed and focussed upon, and in which people from all levels in the company get together.

It is essential that the steering group has some ownership of the programme by participating in aspects of planning.

This could include:

- ☐ participating in goal setting
- ☐ deciding on appropriate evaluation materials and criteria
- ☐ gathering resources and teaching materials
- ☐ monitoring problems, changes and improvements in workplace practices
- ☐ providing ongoing support for employees engaged in the programme.

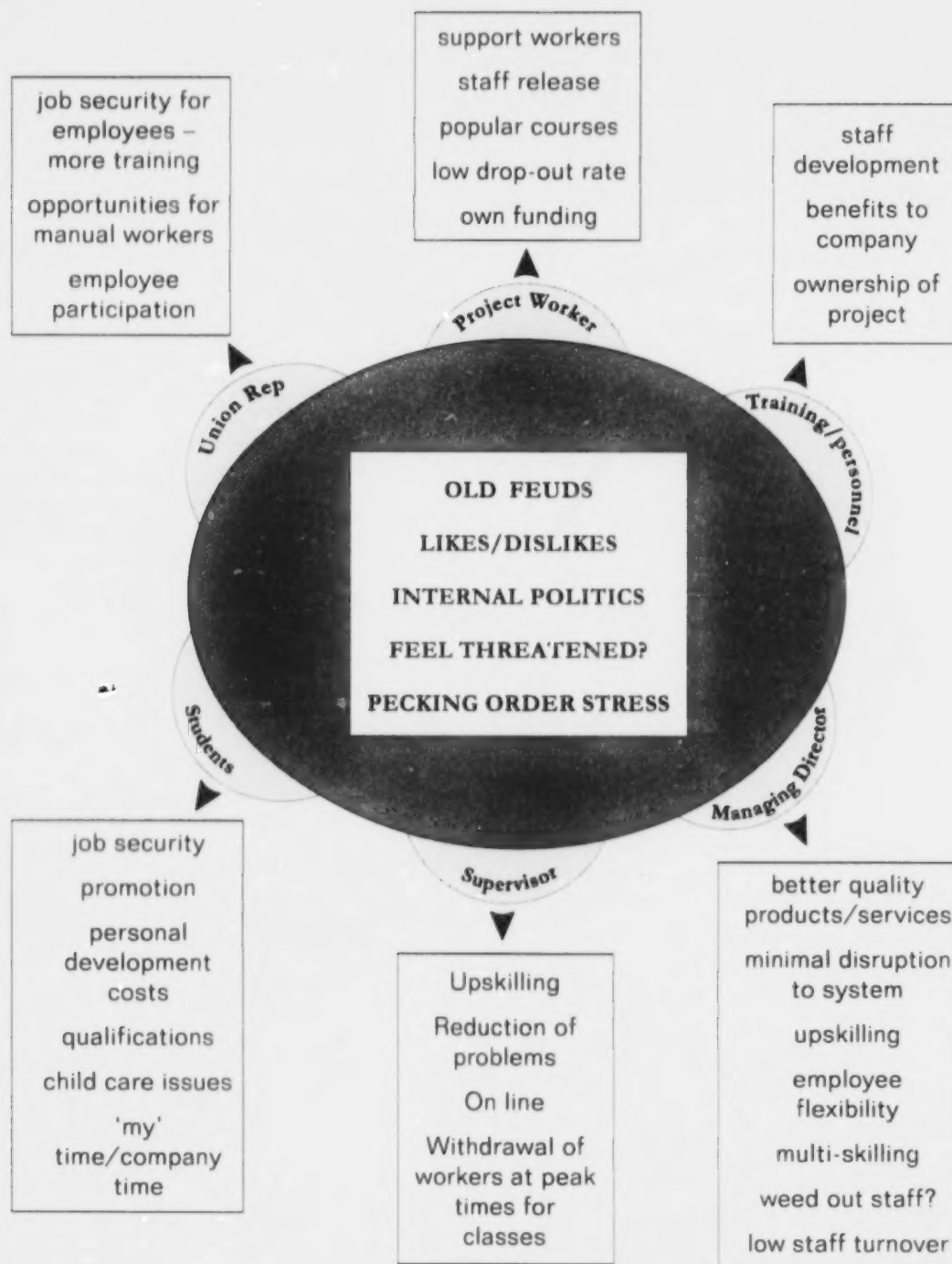
The tutor, as the representative of the training organisation, will need to set up and/or maintain regular meetings with the steering group, demonstrating a professional time-conscious approach and a willingness to share, explain, and invite comments on programme developments. The agenda for each meeting needs to be jointly negotiated and purposeful. Confidentiality of individual students' progress must be guarded.

Stakeholder perspectives

Each participant in the steering group comes with her/his own agenda, influenced by different factors and prioritising different issues. It is important that each stakeholder feels that they are involved in the project decision-making.

Suggested tasks:

- ☐ Assign Steering Group roles to course participants (see next page) and record on video a Steering Group meeting to discuss problems from pages 34 and 35.
- ☐ Play back the video to examine the different roles taken and how each role can contribute to an agreed solution.



BEST COPY AVAILABLE

Confidentiality

Some general ground rules have to be set down at the start of your project as follows:

- ☐ voluntary participation
- ☐ individual progress is confidential
- ☐ learning outcomes are reported anonymously.

Suggested tasks:

- ☐ Formulate groundrules for student/tutor confidentiality and referral of information.

Suggested activity:

Group Discussion

It is quite likely that tutors may experience some of the following situations. What is your role?

- ☐ the cleaners often smoke in the storeroom where you go to talk to them. Their manager tells you he suspects this
- ☐ your student has difficulty doing calculations on his job because his supervisor often shouts aggressively at him when he's trying to do them
- ☐ a supervisor is overtly racist to staff in front of you
- ☐ you are told the name of someone supposed to be pinching stuff regularly from the back of the warehouse
- ☐ you suspect that the employer is looking for evidence to justify sacking an employee.

☐ Checklist:

- ✓ All personal or work-related information disclosed by students is confidential and should not be repeated by tutors to anyone (not even family).
- ✓ If you need advice from your manager to deal with a situation, talk about process rather than personal details.
- ✓ You may enable your student to think of solutions to problems which they can act on themselves. This is more empowering than acting on behalf of another person.
- ✓ Delay interventions, and if in doubt do nothing!
- ✓ In a few situations it might be appropriate to intervene, but you must seek the permission to do so from the student first.
- ✓ It may be useful to set up a confidential 'mentoring' situation where you can discuss content and procedures with someone other than your manager.

Suggested task:

- ☐ Split into groups of 3-4 to decide how to negotiate the following:

Problem 1

- ☐ You are providing workbase skills on a regular basis at a regular time each week. The course started 3 weeks ago and 10 people were attending. It was agreed with top management at the start that employees would be released for this. This week only 7 people have attended and it seems that the general consensus is that they have not been released as they are needed on the line.

Problem 2

- ☐ You are providing basic skills support for employees in a large company. The participants say that they are aware of other people who wish to participate but have not been given the opportunity as their line manager knows very little about it.

Problem 3

- ☐ You are providing basic skills support for a group of employees in a large company. The company wants accreditation for its participating employees and expects them to learn skills to enable them to improve their productivity. A manager comes in during a session and is surprised to see people planning a route for a journey; he fails to see the relevance to the company

Problem 4

- ☐ Bearing in mind that the company is probably paying your employer, how would you respond if the company asks you to:
 - ☐ increase your hours
 - ☐ change the class times
 - ☐ promote the company's new insurance scheme to students.

BEST COPY AVAILABLE

Objectives

Course participants will be able to:

- ⇒ develop and deliver an appropriately targeted oral or written presentation
- ⇒ employ Plain English principles in developing written presentation
- ⇒ outline a programme of learning for a small group over at least six weeks.

Publicity

Most companies will have a good marketing department and it can often be useful to work with this department for your needs. If this can be arranged it has the following benefits:

- ☐ the company house style can be easily adopted.
- ☐ internal publicity is distributed quickly and easily.
- ☐ ownership of the courses is shared.

The company will often be quite happy to help with publicity, especially if they are involved in gaining an award such as 'Investors in People.'

Staff development/ Job Security

It is helpful to highlight to staff that the employer is investing in staff development. Workers will be most concerned about confidentiality and job security, so it is also important that providers clearly identify company motives, and retain full confidentiality (from company interests) of workers' interviews and progress.

Once this understanding is reached with the company, the confidentiality aspect can be promoted to workers.

Publicity can be achieved in the following ways:

- ☐ by sending out a flier in each pay packet
- ☐ by putting posters around the workplace
- ☐ by sending memos to line managers
- ☐ by doing presentations to staff and managers
- ☐ by talking to staff and managers on a one to one basis
- ☐ by word of mouth by users
- ☐ by sending out leaflets to staff
- ☐ by attending team briefings
- ☐ by talking to people in break times
- ☐ by setting up displays and videos.

Producing a leaflet

- ☐ make it look professional
- ☐ make it easy to understand
- ☐ use language for industry not education
- ☐ sell your skills well.

White space

It is important that anyone reading a text can find their way round easily. Too much text on a page can put people off. Columns too close together often cause confusion.

People who find reading a problem need short, clearly separated chunks of text which they can work through at their own pace. This helps them to see how far they have to go, and reduces the chances of them giving up. Pages that have no margins, or little space between the paragraphs are more difficult to read.

Leading

The spacing between lines is important in making reading easier. Lines written very close together make the reading of a passage far more difficult. With normal 12pt type a 2pt lead is about right.

Type size

The size of the type should be related to the amount of text. However, very large type may be seen as patronising.

Page layout

Headings and subheadings should be clear. A new line for each new statement can be more effective than cramming text.

Colour/Types of paper

Use good quality paper that is thick enough to prevent 'shadowing' from the other side of the page, or glossy card.

Use white or light coloured paper as dark colours make reading more difficult.

Text

Short statements are more effective than rambling sentences. Avoid unnecessary phrases e.g. 'in order to' (to). Use direct, active language. Although readability formulae such as 'SMOG' (below) are useful, leaving out technical language of the workplace can be insulting as workers are likely to be familiar with these terms.

SMOG* readability formula

This is one way to work out how difficult the text is for a reader.

1. Select a piece of writing
2. Count 10 sentences
3. Count the number of words that have 3 or more syllables
4. Multiply this by 3
5. Circle the number closest to your answer

1 4 9 16 25 36 49 64 81 100 121 144 169

6. Find the square root of the number you circled.

1 4 9 16 25 36 49 64 81 100 121 144 169

1 2 3 4 5 6 7 8 9 10 11 12 13

7. Add 8 and you have the readability of the piece. A readability level of 10 or just under will be understood by most people.

*SMOG = 'Simplified measure of Gobbledegook'

Suggested task:

Company X is a sweet manufacturer. The company are aware that they have manual workers with reading difficulties and are worried about introducing new technology into the factory. They are also aware that staff do not make the most of regular team meetings and would like to see more staff take an interest in these.

A training needs analysis has revealed difficulties in interpreting tables and graphs, and in explaining work procedures. The steering group has decided to combine computer education with graph and tables construction and interpretation, and to offer presentation skills.

The company is going to pay for two 10-week courses, 2 hours duration.

- ☐ Decide how to name and promote courses and produce a leaflet to go out to staff.

BEST COPY AVAILABLE

The Programme Outline

In developing a learning programme, the tutor needs to:

- ☐ identify and explicitly state learning objectives as they relate to skills required on the job
- ☐ acknowledge workers as independent thinkers with prior knowledge and experience, and include students in the decision-making process on the content of the programme
- ☐ integrate with other vocational training where appropriate
- ☐ enlist the steering group in setting the goals of the programme, and monitoring and discussing its progress.

Group task:

- ☐ Design a 6-10 week programme of learning for a small group from Company X (see page 40) or from a company you are familiar with, in either English, Maths, Communications Skills or E.S.O.L.
- ☐ Discuss your ideas in a plenary session.

**Summary: 11 Steps
in Designing the
Programme**

- 1 Use negotiated training priorities as the basis of the programme.
- 2 Establish hours of instruction per week, and number of weeks available (check for public holidays, expected production rushes, shift problems).
- 3 Ensure that a suitable training room (space, lighting) with appropriate resources is available (may include whiteboard, overhead projector, computer(s), access to photocopier).
- 4 Outline possible objectives, outcomes and criteria for evaluation of learning and discuss with steering group (realistic, achievable?). Discuss integration with vocational training department.
- 5 Promote programme to workforce.
- 6 Conduct recruitment interviews and select initial group of students (establish that there is a further option for other interested employees).
- 7 Decide on curriculum (map to accreditation), teaching materials and delivery methods.
- 8 Collect suitable workplace materials to be used as instructional materials.
- 9 Check progression routes to further training and/or advancement in the workplace.
- 10 Implement programme.
- 11 Meet with steering group throughout the programme to ensure needs of all stakeholders are being met, and to evaluate progress.

All of these components are interrelated, and depend on thorough preparatory steps (training needs analysis, effective steering group negotiations, careful recruitment, materials gathering, etc.).

Delivery Options

Short workplace-based courses

Typically, courses are run for between ten and fourteen weeks, with a 2-4 hourly session once a week. Although the sessions are short, they can disrupt production if they include a number of workers from the same process/team. Classes may be held in meeting rooms, lunchrooms or even unused workbays. They are not generally integrated with other training such as health and safety, or with daily routines such as meetings.

10-12 weeks is the optimum length of time for a short course. It does not seem too overwhelming for a student new to learning. However it may cause problems with accreditation, i.e. providing insufficient time to develop portfolios. Students will have to spend a good deal of their own time to complete portfolios if the course is accredited.

College-based courses

These are generally run over a longer period. Workers attend during or outside of work hours, with workers from other organisations. Remoteness from the workplace means freedom from interruptions and greater anonymity. However this learning environment may increase feelings of discomfort in the learner. Tutors may have little contact with workplace personnel.

Employee Development Centres

Full time training personnel are usually employed by the organisation, or may be seconded from a college. This allows for greater accessibility and flexibility. A part of the workplace is designed especially for a range of learning activities determined by a committee from workers' suggestions. Learning occurs in workers' time and provision options include basic skills.

Enterprise-based Tutors

These tutors are contracted to the company through a basic skills provider organisation for part of the week. They work in a training area developed by the company, which they may share with a company trainer or other contracted providers. Their role is to provide individual learning support on site (sometimes at the production line), to run courses for groups, and to assist management with communications issues such as developing user-friendly documentation. They are in a good position to develop basic skills learning which is integrated with other training.

Objectives:**Participants will:**

- ☐ be able to state some of the key ingredients and guiding principles for framing basic skills training programmes
- ☐ demonstrate the ability to map samples of workplace materials to national accreditation
- ☐ gain an understanding of students' and others' expectations of courses
- ☐ relate a course outline to expressed worker interests, and incorporate relevant accredited units
- ☐ critically evaluate existing evaluation methods and design their own.

Developing Objectives and Learning Outcomes

Objectives and learning outcomes need to take the development of competencies into account as achievement of qualifications may be important to the worker/students' access to further training and/or promotion. Clear, agreed evaluation criteria need to be attached to each objective.

Wordpower and Numberpower

The framework of Wordpower and Numberpower is designed to allow tutors to choose contexts which are relevant to their students' needs and aspirations to demonstrate competence in a range of communication activities. City and Guilds strongly recommend that the activities used to achieve the competencies described in the units and elements should be real.

Similarly, they endorse the use of the combination of communication and numeracy skills required by a real life situation to provide evidence for several elements.

This links in to the requirements of a workplace basic skills programme to match the activities of particular jobs to the curriculum and accreditation. Often an important selling point to an employer: a programme which is directly designed to meet the needs of the employees and the job and leading to nationally recognised accreditation.

Workplace forms

Skills such as form filling and using reference systems are transferable. Workplace accident forms, stocktaking forms, records and telephone message forms provide relevant vehicles for practising these skills.

Facilitator/tutors should collect and analyse examples of job related paperwork before the course begins. They will provide material for fulfilling the range and performance criteria of Wordpower and Numberpower units and elements.

Learning and resources

Workplace resources should be used as vehicles for learning e.g. about the genre of procedural instructions, interpreting and giving clear written and oral messages. Thus students can transfer knowledge and skills gained about the language and forms of their job to other contexts.

Levels

Wordpower and Numberpower offer a number of different levels, each requiring different degrees of complexity of the same basic activity. Students can demonstrate competence at their level.

Mapping to Accreditation

Communication Skills (Wordpower) Entry Level and Level One provide units and elements to which workplace learning can be mapped. In turn, these skills competencies can be mapped to National Vocational Qualifications. For instance:

3793-50 Entry Level unit 301 element 2 requires the student to 'extract information from a graphical source.' If the Needs Analysis has determined that graph reading should be included in the curriculum, then the student can achieve that Wordpower element.

Similarly, unit 312 for Communication skills level three requires the candidate to:

- ☐ prepare a presentation for a group
- ☐ provide oral explanations, description or presentations to more than one person
- ☐ support a case orally
- ☐ exchange information and opinions with more than one person.

Where these skills are to be taught on the course, they can be mapped to vocational qualifications.

Suggested task:

- ☐ Use the table overleaf to list the activities involved in the job of waste operator (see page 26) or another job you are familiar with.
- ☐ Complete the rest of the table, mapping to Wordpower and Numberpower units and levels where appropriate.

Activities involved in the job/task	Basic skill required ie reading, writing, oral communication, numeracy	Basic skills level

Suggested task:

- ☐ Using the basic course outline you designed in Unit 3, list objectives and learning outcomes, include workplace materials and contexts, relate it to expressed worker interests and include sample activities.
- ☐ Include information on how the course could be mapped to nationally accredited basic skills competencies.

Expectations and Progression Routes

You will come across differing expectations in a workplace basic skills course. The students have a whole range of expectations, as listed below, but there are other actors who have expectations of the courses, and they influence both the curriculum and the possible progression routes of the courses.

Students' expectations can include:

- ☐ being able to do their current job better
- ☐ being able to progress to a better job
- ☐ being able to do their current training programme more effectively
- ☐ ability to access leisure courses:
 - ☐ to help children with homework
 - ☐ to write letters/read books
 - ☐ to do writing/reading connected with hobbies.

Suggested task:

List others who may have expectations of the students/the courses. These could include:

- ☐ supervisors
- ☐ managers
- ☐ tutors
- ☐ funders.

It is important to keep in mind that you have at least two 'clients':

- ☐ your students
- ☐ the course purchasers (i.e. the company).

Therefore you need to work towards different progression routes to suit the expectations of both sets of 'clients'. You will need to:

- provide information about local general education courses for students to do in their own time
- keep in touch with in-house vocational qualifications which students will be able to access after the courses: you can work with trainers to provide learner support - and sometimes help trainers to improve their presentations. This takes a tactful approach! But the City & Guilds course 7324/03 (Basic skills Support in the Workplace) offers some useful guidelines.

Evaluation

Evaluation must involve all stakeholders in the workplace, a collective investigation. It must be considered at the early planning stages of a programme and negotiation in the steering group should be about who should evaluate, what should be evaluated, how, and what would count as evidence.

Unless it is a critical exercise, rather than a superficial account designed to promote the programme further, there is no point in conducting an evaluation. Those involved should be prepared for, and welcome, difficulties and problems that are revealed, as they will lead to a better future learning situation for workers, and better outcomes for management and provider.

Evaluation occurs during several phases of the setting up of a programme, as well as during and after delivery. For instance, learning needs are evaluated in the Training Needs Analysis and recruitment phases, and re-assessed during the initial stages of programme delivery.

Formative evaluation

This takes place during the beginning and middle stages of programme operation. The purpose is to identify problem areas which can be addressed and modified while change is still possible and productive.

Summative evaluation

Usually takes place at the end of programme operation and is designed to measure how well the programme has succeeded.

Typical goals:

- ☐ improved learner literacy abilities
- ☐ improved literacy practices at work and elsewhere
- ☐ improved learner productivity on the job
- ☐ improved absenteeism levels.

Assessment can be through:

- ☐ informally constructed tests related to the workplace
- ☐ questionnaires related to basic skills practices
- ☐ interviews with learners and supervisors
- ☐ formal standardised tests.

Summative evaluations need to review much more than delivery, student participation, satisfaction and performance.

Other important considerations include:

- ☐ planning
 - ☐ needs assessment
 - ☐ recruitment procedures
 - ☐ curriculum design
 - ☐ appropriateness of content
 - ☐ appropriateness and use of materials
 - ☐ facilities and resources
 - ☐ long term impact on the workplace
 - ☐ suitability of programme length/duration of sessions
 - ☐ impact on the wider community ('inter-generational' factors, increased involvement in community activities by participants).
-
- ☐ informal and formal feedback from participants, supervisors and management
 - ☐ records of training needs analysis, steering group meeting, course recruitment and planning, student progress
 - ☐ documentation of changes in workplace performance (performance appraisals)
 - ☐ documentation of changes in morale, promotion and further training participation.

Methods of Evaluation

Parts of evaluation instruments can be standard for all programmes, but much needs to be custom designed for each programme. Samples used in other workplace settings can provide useful guides in developing evaluation tools and methodology for new programmes. A number of publications, eg Rees 1990, provide useful examples.

Suggested tasks:

1. Examine a selection of evaluation questionnaires and discuss their strengths and weaknesses for use in a workplace basic skills training course, thinking about their relevance for:
 - ☐ students
 - ☐ tutors
 - ☐ management.
2. Design an evaluation form or alternative evaluation method by selecting suitable aspects from the forms provided, and develop your own ideas. The method you choose to develop is to be administered to a group of students who have completed the course for which you have already outlined the objectives and learning outcomes.

Consider:

- ☐ use of language
- ☐ layout
- ☐ personal as well as workplace goals
- ☐ opportunities for respondents to comment on difficulties
- ☐ incorporating the evaluation of more than just the course.

Accreditation Information

This certificate is accredited by the Open College of the North West, and can be achieved by course attendance and participation and the completion of assignments, exercises and simulated tasks.

UNIT ONE

- Identify recent organisational trends and their impact on company culture and training.

Elements

- 1.1 Compare and contrast old style and new style company organisation.
- 1.2 Identify organisational culture and its relationship to basic skills training investment.

UNIT TWO

- Identify basic skills learning needs and negotiate provision with the organisation.

Elements

- 2.1 Write a training needs analysis report based on a task analysis and a skills audit.
- 2.2 Negotiate workplace provision taking account of various points of view within the organisation.

UNIT THREE

- Promote provision to employees and design a programme of learning.

Elements

- 3.1 Promote basic skills education in the workplace to employees.
- 3.2 Design a programme outline, based on negotiated provision and recruitment interviews.

UNIT FOUR

- Developing the learning programme.

Elements

- 4.1 Map programme curriculum to nationally accredited basic skills competencies.
- 4.2 Identify strengths and weaknesses of evaluations and design a suitable method.

Learning Outcomes/Assignments

Candidates wishing to be assessed for the Certificate in Workplace Basic Skills Training will need to produce a portfolio containing evidence of the following completed assignments. Suggestions for how these assignments might be approached so that performance outcomes are met are included.

1. Compare and contrast old style and new style organisations.

Suggestions:

- ☐ Develop a checklist, taking account of the different features of old and new style workplaces, and which could be used to construct a company profile. Explain how information might be gathered
- ☐ Write an account of the differences between old style and new style workplaces, indicating global and local reasons for organisational change over the last two decades, and the impact on workers.

2. Identify and discuss recent organisational trends and their impact on company culture and training.

Suggestion:

- ☐ Identify the culture of an organisation you know, identifying the extent to which it reflects old style or new style management and showing the relationship of culture to its beliefs and expectations of basic skills education investment.

3. Write a Training Needs Analysis (TNA) report using information given in a task analysis and a skills audit.

Suggestions:

- ☐ Explain the various components of a TNA and comment on its strengths and weaknesses
- ☐ Construct a checklist of tasks based on a recorded interview with a worker or analysis notes, and assess his/her skills needs against this list and other comments
- ☐ Write a TNA report for use in a presentation to management.

4. Negotiate workplace issues taking account of various points of view within the organisation (simulated).

Suggestions:

- ☐ As a group, list situations in which issues about rooms/access, release, content and confidentiality might surface, and note 'good educational practice' responses
- ☐ As an individual, take a steering committee member position and argue your needs and expectations from that role. Demonstrate one or more effective negotiation techniques.*

5. Promote basic skills education in the workplace to employees, using a limited range of media.

Suggestions:

- ☐ Design and produce a leaflet or poster which is sensitive, attractive and readable for a named worker target audience. Outline how you would ensure that this publicity reached your audience
- ☐ Plan and implement an address to a group (approximately 5 minutes) on the proposed programme, its benefits, times, confidentiality etc.*

*Evidence to be held by tutor on video or audio tape.

6. Design a programme outline based on negotiated provision and recruitment interviews.

Suggestion:

- ☐ Using a basic ten week course model, list objectives, include workplace materials and contexts, relate it to expressed worker interests, and include sample activities.

7. Map workplace curriculum to nationally accredited basic skills competencies.

Suggestion:

- ☐ Complete mapping exercise on forms provided.

8. From a selection of evaluation methods note the strengths and weaknesses, and develop a suitable form for service or production workers.

Suggestions:

- ☐ Make a list of important considerations in designing workplace basic skills evaluation, commenting on adult education principles, questionnaire design and organisational requirements
- ☐ Compare at least two evaluation forms and record the strengths and weaknesses of each
- ☐ Produce an effective evaluation form for production workers with basic skills needs.
- ☐ Design an alternative evaluation method, which does not rely on the written questionnaire.

BEST COPY AVAILABLE

Performance criteria and
evidence indicators

**UNIT ONE: IDENTIFY RECENT ORGANISATIONAL TRENDS AND
THEIR IMPACT ON COMPANY CULTURE AND TRAINING**

Element 1.1

Compare and contrast old style and new style organisations

Performance criteria

Notes differences in:

- ☐ philosophy, policy, goals
- ☐ chain of command
- ☐ production
- ☐ industrial relations
- ☐ employee decision making
- ☐ division of labour
- ☐ job security.

Range

- ☐ contribution to tutorial discussion
- ☐ written exercise.

Evidence Indicators

Knowledge of:

- ☐ recent organisational change using and explaining key terms of the new work organisation
- ☐ national and global economic reasons for workplace reform
- ☐ inconsistencies in the "quality discourse".

Evidence requirements

- ☐ Completed classroom work and assignment clearly demonstrating knowledge.

**UNIT ONE: IDENTIFY RECENT ORGANISATIONAL TRENDS AND
THEIR IMPACT ON COMPANY CULTURE AND TRAINING**

Element 1.2

Identify Company Culture and its Relationship to Training Investment

Performance criteria

Comments on:

- ☐ increased demand for skilled workers
- ☐ changes in workplace requirements (structural, legal, technical)
- ☐ national and international awards related to quality and training
- ☐ staff development initiatives

Range

- ☐ reading undertaken
- ☐ company profile developed.

Evidence Indicators

Knowledge of:

- ☐ organisational perspectives on training
- ☐ organisational understanding of basic skills
- ☐ the benefits of and barriers to company participation in basic skills training
- ☐ the benefits and barriers for workers participating in basic skills training
- ☐ the impact of company culture on training investment.

Evidence requirements

- ☐ Completed organisation training profile.

UNIT TWO: IDENTIFY BASIC SKILLS LEARNING NEEDS AND NEGOTIATE PROVISION WITH THE ORGANISATION

Element 2.1

Write a Training Needs Analysis report based on a task analysis and skills audit

Performance Criteria

Outlines:

- ☐ the relationship between a task analysis, a skills audit, and a literacy training needs analysis
- ☐ current perspectives on conducting a task and skills needs analysis
- ☐ skills needs based on an audit
- ☐ a proposal for meeting training needs based on a training needs analysis.

Range

- ☐ written exercise
- ☐ interviews
- ☐ checklists
- ☐ report

Evidence Indicators

Knowledge of:

- ☐ different types of workplace literacy
- ☐ ability to distinguish between tasks and needs
- ☐ the benefits and pitfalls of various methods of data collection
- ☐ ability to assess training needs for a group of workers.

Evidence Requirements

- ☐ Completed training needs analysis report based on given information about tasks and skills needs.

**UNIT TWO: IDENTIFY BASIC SKILLS LEARNING NEEDS AND
NEGOTIATE PROVISION WITH THE ORGANISATION**

Element 2.2

**Negotiate workplace issues taking account of various points of view
within the organisation**

Performance Criteria

*Identifies and
takes account of:*

- ☐ concerns and priorities of personnel in a basic skills training steering group meeting
- ☐ key workplace training issues in discussion with a group.

Range

- ☐ participation, as a member of the provider or client organisation, in a simulated exercise
- ☐ contribution to an agreed solution.

Evidence Indicators

Knowledge of:

- ☐ interpersonal skills
- ☐ negotiating techniques
- ☐ workplace training issues
- ☐ stakeholder perspectives
- ☐ good practice and principles of provision.

Evidence Requirements

- ☐ video or audio taped recording.

UNIT THREE: PROMOTE BASIC SKILLS EDUCATION TO EMPLOYEES AND DESIGN A PROGRAMME OF LEARNING

Element 3.1

Promote basic skills education in the workplace to employees

Performance Criteria

- Plans & implements either* ☐ a meeting of employees to publicise a proposed programme
☐ a notice/leaflet to employees about a proposed programme.

- Range* ☐ appropriate, informative oral presentation
☐ leaflet design with appropriate presentation and information.

Evidence Indicators

- Knowledge of:* ☐ interpersonal skills
☐ workplace culture
☐ workplace and industrial relations issues
☐ Plain English principles of document design
☐ methods of company communication.

- Evidence Requirements ☐ presentation requirements met, sufficient knowledge and skills in addressing target group
☐ effective and appropriately targeted leaflet completed.

UNIT THREE: PROMOTE BASIC SKILLS EDUCATION TO EMPLOYEES AND DESIGN A PROGRAMME OF LEARNING

Element 3.2

Design a programme outline based on negotiated provision and recruitment interviews

Performance Criteria

- Provides:*
- ☐ curriculum matched to identified and negotiated training needs
 - ☐ classroom activities taking the context of the workplace into consideration
 - ☐ a relevant and motivating programme.

- Range*
- ☐ Written plan including long term goals, objectives, and session content.

Evidence Indicators

- Knowledge of:*
- ☐ how to address worker training needs
 - ☐ how to incorporate workers' interests
 - ☐ workplace context
 - ☐ motivation techniques.

- Evidence Requirements
- ☐ completed workplan of sessions to meet above performance criteria.

UNIT FOUR: DEVELOPING THE LEARNING PROGRAMME

Element 4.1

Map programme curriculum to nationally accredited basic skills competencies

<u>Performance Criteria</u>	☐ able to match job activities to skill requirements and relate those to basic skills and basic skills levels.
<u>Range</u>	☐ written exercise.
<u>Evidence Indicators</u>	
<u>Knowledge of:</u>	☐ nationally recognised accreditation from Foundation to Level 3 ☐ basic skills elements in job tasks.
<u>Evidence Requirements</u>	☐ completed mapping exercise incorporating all aspects of a job description.

Element 4.2

Identify strengths and weaknesses of evaluations and design a suitable method

<u>Performance Criteria</u>	☐ identifies appropriate language and layout for workplace evaluation forms ☐ evaluates forms on the basis of appropriate language and layout ☐ designs a suitable form.
<u>Range</u>	☐ group task ☐ written exercise.
<u>Evidence Indicators</u>	
<u>Knowledge of:</u>	☐ appropriate evaluation tools for workplace programmes which will provide useful evidence for improving programmes.
<u>Evidence Requirements</u>	
<u>Designed evaluation form that is:</u>	☐ relevant to workplace needs ☐ clear ☐ with clear instructions.

Bibliography and Further Reading

BSA (1994) *Basic Skills Support in Business and Industry* Basic Skills Agency: London

BSA (1994) *Making it Happen – Improving the Basic Skills of the Workforce* (including Video, 25 minutes) Basic Skills Agency: London

BSA (1995) *A Study of Effectiveness – Basic Skills at Work Programmes* Basic Skills Agency: London

BSI Quality Assurance (1994) *What is BS EN ISO 9000* BSI Quality Assurance: Milton Keynes

Carnevale, A.P., Gainer, L. J. and Meltzer, A. S. (1990) *Workplace Basics: The Skills Employers Want* American Society for Training and Development, US Dept. of Labor: Washington D C.

Darville, R. (1992) *The Economic Push for Literacy: Expansive or Restrictive?* UNESCO: New York

Department of Trade and Industry (a) *Quality Circles: an Executive Guide* Managing in the 90s Series, DTI: London, n.d.

Department of Trade and Industry (b) *The Quality Gurus: what can they do for your company?* Managing in the 90s series, DTI: London, n.d.

Department of Trade and Industry (c) *Total Quality Management and Effective Leadership: a strategic overview*. Managing in the 90s series, DTI: London, n.d.

Department of Trade and Industry (d) *Statistical Process Control: an introduction to quality improvement*. Managing in the 90s series, DTI: London, n.d.

Forrester, K., Payne, J. and Ward, K. (1995) *Workplace Learning* Avebury Ashgate Publishing Ltd: Aldershot

Frank, F. and Hamilton, M. (1993) *Not Just a Number: The Role of Basic Skills Programmes in the Changing Workplace* CSET: Lancaster University, Lancaster

Holland, C., Frank, F. and Cooke, T. (1998) *Literacy and The New Work Order: An International Literature Review*. NIACE: Leicester

Lankshear, C. (1994) *Self Direction and Empowerment: Critical Language Awareness and the "New Work Order" in O'Connor, P. (Ed) Thinking Work Volume 1* ALBSAC: Leichhardt, NSW

McGivney, V. (1990) *Education's for other people: access to education for non-participant adults. A research report*. NIACE: Leicester

McGivney, V. (1994) *Wasted Potential: training and career progression for part-time and temporary workers* NIACE: Leicester

Mace, J. and Yarnit, M. (1987) (Eds) *Time Off To Learn: Paid Educational Leave and Low Paid Workers* Methuen: London

NACETT (1998)

<http://www.open.gov.uk/dfee/nacte/traintar.htm>

O'Connor, P (1994) (Ed) *Thinking Work Volume I* ALBSAC: Leichhardt, NSW

O'Connor, P (1995) *Making it Happen: Developing Effective Workplace Basic Skills Programs* ALBSAC: Leichhardt, NSW

Park, A. (1994) *Individual Commitment to Learning: Individuals' Attitudes* Employment Department: Sheffield

Rees, L. (1990) *Setting Up Workplace Basic Skills Training: Guidelines for practitioners* Workbase Training ALBSU (now BSA): London

Taylor, M., (Ed) (1977) *Workplace Education: The Changing Landscape* Culture Concepts, Ontario

Taylor, M., Lewe, G. and Draper, J. (Eds) (1991) *Basic Skills for the Workplace* Culture Concepts Inc: Toronto, Ontario

Wilkinson, S. (1994) *Quality and Workplace Education: A Guide for Practitioners* Scottish Community Education Council: Edinburgh

Useful Addresses

- | | |
|--|--|
| Admail | London SW1W 8YT
Tel: 0870 1502 500 Fax: 0870 150 2333
(for DTI publications) |
| Avanti Books | 8 Parsons Green, Boulton Road, Pin Green Industrial Estate,
Stevenage SG1 4QG
Tel: 01438 745877 Fax: 01438 741131 |
| Basic Skills Agency | Commonwealth House, 1-19 New Oxford St, London WC1A 1NU
Tel: 0171 405 4017 Fax: 0171 440 6626
Website: http://www.basic-skills.co.uk |
| British Standards Institution | Head Office, 389 Chiswick High Rd, London, W4 4AL
Tel: 0181 996 9000 Fax: 0181 996 7400
Website: http://www.bsi.org.uk |
| Department for Education and Employment | Moorfoot, Sheffield S1 4PQ
Tel: 0114 275 3742
Website: http://www.lifelonglearning.co.uk |
| Investors in People UK | 7-10 Chandos Street, London W1M 9DE
Tel: 0171 467 1900 Fax: 0171 636 2386
Website: http://www.iipuk.co.uk |
| Skills and Enterprise Network | FREEPOST 396, London SW1P 3DE
Tel: 01564 796603 Fax: 01564 796609
Website: http://www.open.gov.uk/dfce/skillnet/senhome.htm |
| NIACE | 21 De Montfort Street, Leicester LE1 7GE
Tel: 0116 204 4200 Fax: 0116 285 4514
Website: http://www.niace.org.uk/Homepage.htm |
| Workbase Training | Finchley House Business Centre, 707 High Rd, Finchley, London N12 0BT
Tel: 0181 492 0330 Fax: 0181 492 0405 |
| Workplace Basic Skills Training Network | c/o CSET Lancaster University, Lancaster LA1 4YL
Tel: 01524 592679 Fax: 01524 844788
Email: f.frank@lancaster.ac.uk
Website: http://www.lancs.ac.uk/alpha |

External Factors

Political	
Economic	
Sociological	
Technological	
Legislative	
Environmental	

Internal Factors

Structure traditional geographic divisions, or specialist departments, self-managing teams or project groups – any downsizing?	
Company mission and business objectives priorities for the business	
Systems documented?	
Staffing hierarchical flat, supportive	
Style Culture – formal or informal – loyalty	
Union involvement	
Decision making participative?	
Communication systems and practices	

**Internal Factors,
continued**

Employment Development opportunities
Training strategy
Performance monitoring
Reward systems
TQM, lip, ISO9000 other training initiatives
Equal Opportunities statement?

Reproduced by kind permission of Oxfordshire County Council Basic Skills at Work

Your replies will be treated as confidential and will not be reported back to your employer in a way which will identify you.

First some questions about your current job

Name Current job

Section Shift Pattern

How long have you worked here? _____

What training have you done/are you doing here? _____

Is there any training you've been offered here but not taken up? YES ☐ NO ☐

If yes, what stopped you? _____

Is there any job-related training you would like to do now? YES ☐ NO ☐

If yes, please specify _____

Which aspects of your job do you most enjoy? _____

What aspects of your job do you find most difficult/problematic? _____

Are you interested in promotion? YES ☐ NO ☐

If yes, please specify _____

Is there anything which would make your job easier, better or more rewarding? _____

Previous employment

What jobs have you had previously? _____

Did you get any training in your previous jobs? If so, what? _____

Your education

How old were you when you left school/full-time education? _____

Did you have any qualifications when you left school/full-time education? YES ☐ NO ☐

If yes, please specify _____

Since leaving school/full-time education, have you taken any other courses? YES ☐ NO ☐

If yes, what? Work related _____

Other _____

Have you ever thought of taking a course but not done so? YES ☐ NO ☐

If so, what course/s would you have taken, and what stopped you? _____

Skills**Oral communication:**

Who do you communicate with at work? _____

Are you involved in any activities outside work where you speak to small groups, present information or attend meetings? _____

Reading and Writing:

What sorts of things do you read and write at work? _____

What sorts of things do you read and write outside work? _____

Would you like to brush up on any of the following? (please tick as many as you wish)

Reading ☐ Writing ☐ Grammar ☐ Spelling ☐ Handwriting ☐ Report-writing ☐ Presentation Skills ☐

Calculations, measuring, graphs and tables:

Do you produce or use any of the above at work? YES ☐ NO ☐ and outside work? YES ☐ NO ☐

If yes, how do you use them at work? _____

Outside work? _____

Do you use metric measurements in your job? YES ☐ NO ☐ and outside work? YES ☐ NO ☐

Would you like to brush up your Maths skills? YES ☐ NO ☐

Computers

Do you use a computer keyboard at work now or think you might use on in the future? YES ☐ NO ☐

Do you use a computer at home (or plan to do so)? YES ☐ NO ☐

Is there any training you'd like to do in Computing? YES ☐ NO ☐

If yes, please specify _____

Training others

Do you train other people as part of your job - eg explain use of equipment, etc?

If yes, please specify _____

Do you teach people skills outside work?

If yes, please specify _____

Are you confident in this training role? YES ☐ NO ☐

If no, please specify _____

Management (omit where not relevant)

Do you have a management/supervisory role within the organisation? YES ☐ NO ☐

Are you confident in this management role? YES ☐ NO ☐

Is there any training you'd like to do in management or supervisory skills? YES ☐ NO ☐

If yes, please specify _____

Education and training

Do you require any training for work which is not provided by your employer and hasn't been mentioned above?

YES ☐ NO ☐

If yes, please specify _____

Is there any other education or training you would be interested in?

eg Assertiveness training, health studies, time management, team building, languages, history, etc?

Apart from at your workplace, where would it be convenient for you to attend a course?

What is the best time/format of courses for you? (eg a weekend course, an evening class (10 x 2 hours), afternoons, mornings, etc.)

Employees to complete this section

Finally, a few questions about yourself

What are your interests outside work?

What is your date of birth? -- / -- / --

Do you have any comments or queries, or is there anything else you wish to add to your replies above?

Many thanks for completing this questionnaire

Reproduced by kind permission of Lancaster Employee Development Consortium. Other organisations are welcome to use the questionnaire or to adapt it for their own purposes, but should use the following acknowledgement: "This questionnaire is based on the model developed by Lancaster Employee Development Consortium, a partnership of the Adult College Lancaster and the Department of Continuing Education at Lancaster University."